

Western Sydney Region RTO 90221 **Regional Learning and Assessment Strategy**

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| **School……………………….** | | Names of Teacher/s:Trainer/s:Assessor/s: | | Course commences: February 2012  Course concludes: September 2013 | | | |
| Target qualification and code outcome from this course of training | | **Certificate II in Horticulture (AHC20410)** | | | | | |
| **Units of competency included in this course (Primary Industries, 240 hours)** | | | | | | | |
| **This course is drawn from** Agriculture, Horticulture and Conservation and Land Management Training Package **(AHC10)** | | | **Qualification Rules:**  Core units: 2 core units  AHCOHS201A Participate in OHS processes  AHCWRK209A Participate in environmentally sustainable work practices  Elective units:   * **a minimum of seven (7) units must come from elective group A** * **a minimum of five (5) units must come from elective groups A or B** * **a maximum of three (3) units may be selected from units aligned to Certificates II or III in AHC10 or from any other currently endorsed training package or accredited course. Selected units must be relevant to job outcomes in agriculture.** | | **HSC Rules:**  Mandatory: 5 Compulsory units  Stream: 1 stream unit  Elective Hours: units of competency from the **elective pool**, or the **stream unit** not previously undertaken**,** to bring course total to a minimum of **240 HSC indicative hours** | | |
| **Mandatory** | **Code** | **Title** | | | | **HSC Hours** | **Pre/Co requisite** |
| AHCCHM201A | Apply chemicals under supervision | | | | 20 |  |
| AHCOHS201A | Participate in OHS processes | | | | 20 |  |
| AHCWRK201A | Observe and report on weather | | | | 15 |  |
| AHCWRK204A | Work effectively in the industry | | | | 20 |  |
| AHCWRK209A | Participate in environmentally sustainable work practices | | | | 20 |  |
| **stream** |  |  | | | |  |  |
| AHCPMG202A | Treat plant pests, diseases and disorders | | | | 20 |  |
|  |  | | | |  |  |
|  | AHCPCM201A | Recognise Plants | | | | 20 |  |
| **elective** | AHCPCM202A | Collect, prepare and preserve plant specimens | | | | 15 |  |
| AHCNSY201A | Pot up plants | | | | 10 |  |
| AHCNSY202A | Tend nursery plants | | | | 15 |  |
| AHCNSY203A | Undertake propagation activities | | | | 20 |  |
| AHCNSY204A | Maintain indoor plants | | | | 15 |  |
| AHCPGD201A | Plant trees and shrubs | | | | 15 |  |
| AHCPGD202A | Prepare and maintain plant displays | | | | 15 |  |
|  | **TOTAL HRS** | | | | 240 |  |

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| **Target Audience** | |
| The clients for this course are senior secondary students who are undertaking this course as part of their School or Higher School Certificate.  The students may have varied previous experiences in related industry workplaces and in related areas of school and other studies. They will therefore bring a variety of background knowledge and skills to this course.  They may have chosen the course:   * to gain certificate qualifications leading to further study or employment in this industry * to gain skills to support their learning across other learning areas * to gain skills that will enhance general employment opportunities * to gain skills as part of a Life Skills program (for students with special learning needs)   There may be School-based Trainees or Apprentices, undertaking this course as all or part of the formal training component of their school-based traineeship or apprenticeship. A copy of the training plan outlining industry regulation and licensing requirements is held on site. | Are there School-based Trainees in the class? (🗹)  🞎 NO 🞎 YES  Are there School-based Apprentices in the class? (🗹)  🞎 NO 🞎 YES |
| Students with special education needs may require adjustments to learning and assessment strategies as well as additional time to demonstrate the required level of competence. Reasonable adjustment should be based upon the individual student’s needs and abilities. They may require extended time and additional support, both off the job and in the workplace.  Reasonable adjustments to delivery and assessment are appropriate provided they conform to the industry competency standards as expressed in the Training Package.  Specific provisions for these students include: | Are there students with special needs in the class? (🗹)  🞎 NO 🞎 YES |

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| **Consultation contributing to the development of this Learning and Assessment Strategy** |
| The training and assessment strategies developed for this program have been designed in consultation with practising VET **Primary Industries** teachers, Regional personnel and school VET coordinators.  Feedback is gained from participants at training and validation workshops, through feedback from industry following and during student workplacement.  Assessment strategies are also regularly reviewed following discussions with employers and industry RTOs, reviews of previously delivered courses, and as the Training Package is updated by service Skills Australia.  Teachers/assessors are required to complete and document industry engagement activities in order to keep abreast of industry developments. |

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| **Delivery and Assessment arrangements** |
| The course is delivered over two years and comprises **240** hrs of training over that period.  The course comprises face to face delivery and a minimum 70 hours of work placement in an industry that can provide experiences common to those included in the course structure. Delivery and assessment arrangements in the class room and workplace are set out in the Assessment Plan and Scope and Sequence.  Assessment evidence gathering techniques include practical tasks, folios of work, observation and questioning, written tests and workplacement.  It may be appropriate to include other delivery options from time to time such as distance education, video conferencing, online options, simulations and field visits. |

**Assessment Plan**

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| **Competency codes** | **ALL Units AND elements of competency** **for the whole course are listed**……… | Observation of practical work | Questioning during practical work | Teacher questioning | Check List of written assignment | Observation of role play/oral presentation | Third party evidence from employers | Self assessment | Knowledge from peer presentation | other | other |
| AHCCHM201A  Apply chemicals under supervision | 1. Check application and personal protective equipment 2. Prepare application equipment   3. Apply chemicals  4. Finalise work  5. Transport and handle chemical |  |  |  |  |  |  |  |  |  |  |
| AHCOHS301A Contribute to OHS processes | 1. Adapt OHS policies and procedures  2. Assist in workplace hazard identification and risk control  3. Observe safe practices during work operations  4. Participate in arrangements for maintaining health and safety of all people in the workplace |  |  |  |  |  |  |  |  |  |  |
| **AHCWRK201A**  **Observe and report on weather** | 1. Check weather and climate information  2. Carry out preventative action  3. Monitor weather and climate |  |  |  |  |  |  |  |  |  |  |
| **AHCWRK204A**  **Work effectively in the industry** | 1. Obtain information about the industry  2. Observe employment requirements  3. Accept responsibility for quality of own work  4. Plan and conduct own work  5. Promote workplace cooperation  6. Contribute to a productive work environment  7. Undertake an activity to workplace requirements |  |  |  |  |  |  |  |  |  |  |
| **AHCWRK209A**  **Participate in environmentally sustainable work practices** | 1. Identify current resource use  2. Comply with environmental regulations  3. Seek opportunities to improve resource efficiency |  |  |  |  |  |  |  |  |  |  |
| **AHCPMG202A**  **Treat plant pests, diseases and disorders** | 1. Prepare to treat plant pests, diseases and disorders  2. Apply treatments to plant pests, diseases and disorders  3. Carry out post treatment operation |  |  |  |  |  |  |  |  |  |  |
| **AHCPCM201A**  **Recognise Plants** | 1. Prepare for plant recognition  2. Recognise specified plants  3. Update the reference collection |  |  |  |  |  |  |  |  |  |  |
| **AHCPCM202A**  **Collect, prepare and preserve plant specimens** | 1. Collect specimen  2. Press plants  3. Record data |  |  |  |  |  |  |  |  |  |  |
| **AHCNSY201A**  **Pot up plants** | 1. Prepare for potting up operations 2. Prepare growing media 3. Pot up propagated plants 4. Complete potting up operation |  |  |  |  |  |  |  |  |  |  |
| AHCNSY201A  Tend nursery plants | 1. Maintain the nursery environment  2. Maintain nursery plants  3. Complete nursery plant maintenance operation |  |  |  |  |  |  |  |  |  |  |
| **AHCNSY203A**  **Undertake propagation activities** | 1. Prepare for plant propagation  2. Propagate plants  3. Complete propagation activities |  |  |  |  |  |  |  |  |  |  |
| **AHCNSY204A**  **Maintain indoor plants** | 1. Prepare to maintain indoor plants  2. Maintain the growing environment  3. Maintain indoor plants  4. Complete indoor plant maintenance operation |  |  |  |  |  |  |  |  |  |  |
| **AHCPGD201A**  **Plant trees and shrubs** | 1. Prepare for planting operations  2. Prepare trees and shrubs for planting  3. Inspect plants and report problems  4. Install trees, shrubs and/or other plants |  |  |  |  |  |  |  |  |  |  |
| **AHCPGD202A**  **Prepare and maintain plant displays** | 1. Prepare the display site  2. Install plants  3. Maintain plants |  |  |  |  |  |  |  |  |  |  |

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| **Infrastructure requirements** |
| Staff and/or students have access to the:   * industry Curriculum Implementation Guidelines (ICIG) which provides information on trainer qualifications and resource requirements * NSW Board of Studies syllabus documents and support package which provides information on packaging rules and resourcing. <http://training.gov.au/> * NSW DEC Vocational Education in Schools Directorate “quality management system” database which details authority to run, trainer qualifications and related delivery information and requirements * Western Sydney Region VET Wiki Page which provides version controlled documentation and links to relevant websites * Regional support personnel and resources. |

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| **Assessment validation process** |
| Validation strategies include standard materials, tools and processes, access to Regional networks and regular VET coordinator workshops to ensure consistency. The RTO has prepared an Assessment Validation Kit to support the validation processes in the region. Feedback is utilised to guide continuous improvement.  The process is monitored through internal audits.  Evidence includes Yes No   |  |  |  | | --- | --- | --- | | 1. Validation within the school site using peer assessors |  |  | | 2. Validation within the region using assessors from a different school |  |  | | 3. Validation across the region using assessors from a different ICF/ VET BEC/ Region/ RTO or industry representation. |  |  | |

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| **Pathways** |
| This qualification can be completed through a pathway as described in this strategy or alternatively options exist to gain recognition via prior learning.  All participants who gain this qualification can gain entry into higher levels of training. |

**Scope and Sequence**

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|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Term 1 | Contribute to OHS processes  Treat plant pests, diseases and disorders  Recognise plants  Undertake propagation activities | | | | | | | | | |
| Term 2 | Work effectively in the industry  Pot up plants  Tend nursery plants | | | | | | | | | |
| Term 3 | Plant trees and shrubs  Undertake propagation activities (cont)  Collect, prepare and preserve plant specimens | | | | | | | | | |
| Term 4 | Contribute to OHS processes (con’t)  Pot up plants (cont)  Apply chemicals under supervision | | | | | | | | | |
| Term 5 | Prepare and maintain plant displays  Tend nursery plants (cont0  Collect, prepare and preserve plant specimens (cont) | | | | | | | | | |
| Term 6 | Work effectively in the industry (con’t)  Prepare and maintain plant displays (cont)  Observe and report on weather | | | | | | | | | |
| Term 7 | Participate in environmentally sustainable work practices | | | | | | | | | |